EL TEACH SCHEME OF WORK TEMPLATE

Subject: Literature-in-English **Grade Level:** Year 11 (SS 2) **Term:** First Term **Syllabus:** 2026-2030 WASSCE Syllabus

Expected Term Learning Outcomes: By the end of the term, the learner should be able to:

- Recall and describe key facts, settings, and plots of selected poems/texts.
- Analyze themes, styles, and characters in cultural, social, and moral contexts.
- Identify and interpret literary devices in the selected texts.
- Express informed personal responses, appreciating diverse perspectives.
- Demonstrate interpretation and presentation skills through discussions, enactments, and analyses.

Week	Lesson	Topic/ Sub-Topic	Content	Expected Learning Outcomes	Learning Activities	Materials/Aids	References
1	Revision/ Introduction to African Prose Fiction	Introduction to African Prose Fiction	• Definition of prose fiction • Features and elements of prose • Overview of African prose tradition Examples of notable African works.	Students will be able to: 1. Define prose fiction. 2. State features of African prose. 3. Identify major African prose writers.	• Class discussion on prose fiction • Teacher-led review of prose elements • Students list African works they know.	Whiteboard, markers, copies of African novels.	• Abrams, M.H. A Glossary of Literary Terms • Achebe, Chinua. Things Fall Apart.
2	**African Prose** So the Path Does Not Die by Pede Hollist	Literary Appreciation of So the Path Does Not Die by Pede Hollist	• Biography of Pede Hollist Historical/cultural background • Setting • Plot structure (exposition to resolution).	Students will be able to: 1. Give key facts about Hollist. 2. Describe the setting. 3. Summarize the plot.	• Teacher biography presentation • Group plot diagram • Class discussion on setting.	• Copies of novel Author profile handouts.	Hollist, Pede. So the Path Does Not Die.
3	**African Prose** So the Path Does Not Die by Pede Hollist	Themes and Style of the Novel	• Major and minor themes (tradition vs modernity, migration, resilience) • Narrative style (language, POV, tone, symbolism).	Students will be able to: 1. Identify and explain themes. 2. Describe Hollist's style with examples. 3. Relate themes to modern issues.	• Group passage analysis • Teacher explanation of style • Thematic group presentations.	Novel excerpts Whiteboard.	Hollist, Pede. So the Path Does Not Die.

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4	**African Prose** So the Path Does Not Die by Pede Hollist	Character Analysis – Major/Minor	• Identification of main and supporting characters • Roles, development, and significance to plot.	Students will be able to: 1. Identify key characters. 2. Analyze their roles. 3. Discuss their influence on the story.	• Character relationship charts • Group presentations on assigned characters.	• Character charts • Copies of novel.	Hollist, Pede. So the Path Does Not Die.
5	**Non-African Poetry** Geoffrey Chaucer: "The Nun's Priest's Tale"	Introduction to Non-African Poetry Geoffrey Chaucer: "The Nun's Priest's Tale"	• Biography of Chaucer • Context in The Canterbury Tales • Structural overview of poem.	Students will be able to: 1. State key facts about Chaucer. 2. Explain the poem's background. 3. Summarize the poem.	• Teacher-led reading • Group discussion of medieval setting • Structural diagram.	• Poem text • Visual aids on medieval England.	Chaucer, Geoffrey. The Canterbury Tales.
6	**Non-African Poetry** Geoffrey Chaucer: "The Nun's Priest's Tale"	Themes and Literary Devices in the Poem	• Themes (pride, fate, free will) • Devices (allegory, irony, satire, symbolism).	Students will be able to: 1. Identify themes. 2. Recognize devices with examples. 3. Relate themes to modern life.	• Group poem annotation • Class debate on theme relevance.	Poem text; Whiteboard.	Chaucer, Geoffrey. The Canterbury Tales.
7		Mid	Term	Break			

Note: Mid-term break is often observed in Week 7

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8	**African Drama** Once Upon an Elephant by Bosede Ademilua Afolayan	Introduction to Once Upon an Elephant by Bosede Ademilua Afolayan	• Biography of playwright Background and setting • Plot structure.	Students will be able to: 1. Give key facts about Afolayan. 2. Describe setting. 3. Summarize plot.	• Author background presentation • Group plot diagram • Class discussion.	Copies of play; Author profile.	Afolayan, Bosede Ademilua. Once Upon an Elephant.
9	**African Drama** Once Upon an Elephant by Bosede Ademilua Afolayan	Themes and Dramatic Techniques in the Play	• Themes (corruption, leadership, unity, environmental preservation) • Techniques (dialogue, symbolism, flashback, stage directions).	Students will be able to: 1. Identify major themes. 2. Explain techniques with examples. 3. Discuss relevance of themes.	• Group scene analysis • Short performance using one technique.	Drama text Stage props or diagrams.	Afolayan, Bosede Ademilua. Once Upon an Elephant.
10	Literary Terms / Unseen Prose / Unseen Poetry	Schemes and Tropes	• Key literary terms • Analysis tools for unseen texts • Practice on prose and poetry extracts.	Students will be able to: 1. Define literary terms. 2. Apply analysis skills to unseen texts. 3. Interpret meaning, style, and devices.	• Teacher-led term revision • Practice test on unseen texts.	Handouts of unseen texts; Whiteboard.	Perrine, Laurence. Sound and Sense.
11	Revision		• Review of term's work • Exam preparation.	Students will be able to: 1. Recall key content. 2. Apply knowledge to exam questions.	Mock test; Group quiz competition.	Revision notes; Past papers.	